

# SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

## Woodland Middle School

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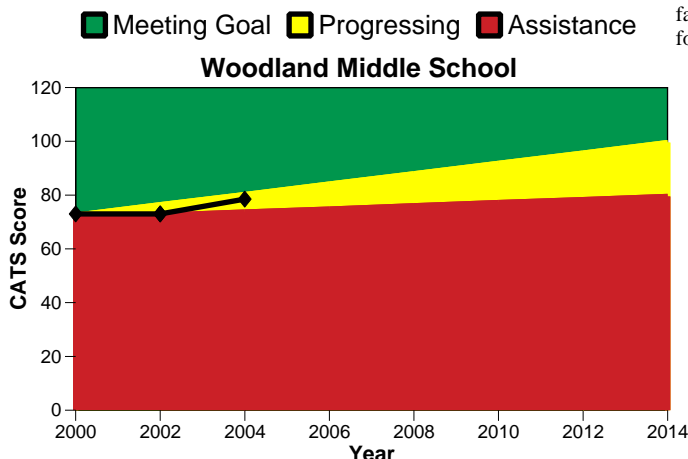


### Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

### The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	72.5		73
2002	76.4	72.5	73
2004	80.2	73.7	78.5
2006	84.1	74.8	
2008	87.9	76	
2010	91.8	77.2	
2012	95.6	78.3	
2014	99.5	79.5	
Standard Error: .5			

### About Our School

The mission of Woodland Middle School is to focus on the strengths, talents, and abilities of each student, while recognizing that our students are in transition from childhood to adolescence. Woodland is dedicated to providing a learning environment that fosters academic, emotional and social growth. As a community of learners we provide opportunities for students to explore their role in the world of today and tomorrow. The Comprehensive School Improvement Plan (CSIP) is divided into two major components, Learning Environment and Academic Performance. Five standing committees--Assessment, Technology, Curriculum, Reducing Barriers to Learning and Professional Development--work with the School-Based Decision Making (SBDM) Council to determine resources and strategies for continuous school improvement. Our CSIP is driven by student assessment results. Professional development activities focus on strategies to improve academic performance of all students, while enforcing the fact that Woodland is the place to be.

### How Our School Ensures Educational Equity

Classroom instruction and activities guarantee each student the opportunity to participate in content-rich instruction, regardless of race, color, creed, national origin, or gender. All activities focus on giving each student the opportunity to achieve levels of success commensurate with individual efforts. Utilizing research-based and data-driven instructional practices such as hands-on activities, real-life applications, technology, and academic rigor for all children enhances opportunities for students to succeed. We are developing specific strategies of improving reading and writing of lower socio-economic students as well as for those students needing special education accommodations. Differentiated instruction is used to challenge the gifted and talented segment of our school community. We recognize the need for educational, emotional, and social intelligence in a changing world. The needs of our middle school students form the foundation of our deep commitment to educate the whole child.

**School Enrollment (end of year membership 2003-2004): 763**

## How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

### *Kentucky Core Content Tests*

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Reading 7th	5%	7%	8%	24%	33%	32%	70%	60%	60%	90.5	85.4	85.1
Science 7th	16%	19%	24%	29%	36%	36%	56%	45%	41%	86	78	74.6
Writing 7th	37%	31%	29%	36%	49%	51%	28%	20%	20%	55.2	54.1	54.9
Mathematics 8th	16%	15%	26%	35%	40%	41%	49%	44%	33%	80.4	78.6	68.1
Social Studies 8th	11%	11%	17%	42%	44%	44%	47%	45%	39%	79.8	78.7	74.1
Arts & Humanities 8th	15%	16%	23%	32%	33%	32%	52%	50%	44%	77.6	75.3	69.8
PL/VS 8th	13%	14%	20%	33%	39%	41%	54%	47%	39%	83.6	77.3	70.2

The goal is that by 2014 nearly all students will score proficient or distinguished.

### *National Norm Referenced Test*

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
6th Grade Reading	53%ile	60%ile	56%ile	50%ile
6th Grade Language Arts	48%ile	56%ile	53%ile	50%ile
6th Grade Mathematics	60%ile	63%ile	55%ile	50%ile

### *Other Measures*

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	95.2%	.9%	0%
District	95.4%	3.1%	1.7%
State	94.3%	3.4%	2.2%

### *State Contest Results: Academic/Speech, Band, Chorus, and Orchestra*

Our instrumental music department had three instrumentalists earning Distinguished rating at the KMEA Solo and Ensemble Festival. The 7th and 8th Grade bands earned a Proficient rating at the Concert Band Festival. Six band members were selected for the Northern Ky. Select Band. Our vocal music department had two 6th graders in the All State Children's Chorus. Six students received Distinguished rating at the KMEA Vocal Solo and Ensemble Festival. Twenty students received Proficient ratings at the KMEA Solo and Ensemble Festival.

## Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	77%	77%	82%
Average Years of Teaching Experience	13	13.5	11.9

## Our Learning Environment

### School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

### Procedures in Place in Our School for Drug and Weapons Detection

Our school works to maintain a drug-free and violence-free environment for all students and staff. Multiple school and community resources exist for our students to increase awareness of the dangers of drug and alcohol use and abuse. These resources stress prevention through education, including drug and alcohol counseling programs. The District Code of Acceptable Behavior and Discipline outlines the policies, procedures and penalties for violations involving drugs, weapons, or other violent behaviors. A District Crisis Team is available when necessary. Our school maintains a single-monitored entry, requiring that all visitors sign in and obtain a visitor pass to gain further access into the school. We have a security-camera surveillance system. We work in close collaboration with the local Police Department and benefit from the services of a School Resource Officer.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	0	0
Drug Abuse Violations	6	8
Weapons Violations	0	0

### Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4469	17:1	6:1	100%
District	\$6902	18:1	5.2:1	100%
State	\$7007	16:1	3.8:1	100%

### How We Use Technology to Teach

Technology is fully integrated into our teaching practices. Teachers use the tools of presentation such as Word, Excel and PowerPoint to enhance each student's knowledge through technology. Each classroom has computer and Internet access to allow students the opportunity to learn current technology practices. Portfolio writing and content research activities give every student the opportunity to use the computer to produce and enhance writing assignments. Our teachers incorporate best practices complemented by the use technology to enrich and enhance student learning in all subject areas. Building-level Technology Resource Teachers support teachers through training and collaboration in designing instruction which maximizes learning through technology. Teachers reflect on their progress through building-level POGAs, a tool to record and share their growth and achievement in using technology as a means to enhance student learning.

### Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	320	108	25	3500

Extracurricular Activities

Academic Governor’s Cup, Math Counts, Student Technology Leadership Program (STLP), Student Council, Drama Productions, Duke TIP, Conflict Resolution, Middle School Athletics, Intramural Sports, Girls’ Volleyball, Football, Boys’ and Girls’ Basketball, Cheerleading (Football and Basketball) High School sponsored sports in which our middle school students may participate include Golf, Cross Country, Soccer, Wrestling, Swimming, Baseball, Softball, Track and Field.

Awards and Recognition

--67 students qualified to participate in the Duke Talent Identification Program --Journey to Justice essay contest--1st and 2nd place --Mary Beth Albert, social studies teacher, selected to the C-Span Middle and High School Curriculum Advisory Team --Kember Dunn, math teacher, selected to the Fulbright Summer Scholarship program --Academic Team finished 2nd in District Governor’s Cup --Future Problem Solving Team advanced to the regional competition

What We Are Doing To Improve

Teachers evaluate and monitor the aligned curriculum through monthly content-area meetings. The Comprehensive School Improvement Plan is reviewed, revised, and updated on a regular basis, focusing on the current assessment data. Writing portfolio activities are a shared responsibility, with all teachers being trained in portfolio scoring. Professional development activities focus on integrating strategies for teaching all students in a variety of educational settings. Learning Walks focus on teaching/learning strategies that reflect clear expectations, academic rigor and accountable talk. Our staff also meets weekly as teams to review instruction and focus on student needs, both social and academic. Our writing improvement plan includes portfolio mentoring, staff development, and timelines for content pieces. The Administrative Team meets weekly regarding the calendar, personnel, safety, curriculum and overall school issues to ensure good communication between all stakeholders. Check our awesome website at, <http://www.wdms.kenton.k12.ky.us>.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Gloria Adams, Teacher	859 356 7300		
Anita Dunn, Teacher	859 356 7300		
Rick Shumate, Teacher	859 356 7300		
Anthony Beach, Parent	859 356 7300		
Charlotte Allender, Parent	859 356 7300		
Charles Ladwig, Principal	859 356 7300		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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NON-PROFIT ORG.  
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